

LGBTQI2-S Workgroup Update



The National Workgroup to Address the Needs of Children and Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, or Two-Spirit (LGBTQI2-S) and Their Families

Summer 2012

Here Is the Latest Workgroup Update!

This LGBTQI2-S Workgroup Update provides information about new resources, upcoming events, and efforts of the LGBTQI2-S National Workgroup. Each update also spotlights a workgroup member and their efforts to improve the lives of children and youth who are LGBTQI2-S and their families. If you would like to write a short article about your work or your community, suggest a resource to highlight, or add an event to our calendar, please contact Jeff Poirier, Workgroup Coordinator, at jpoirier@air.org.

LGBTQI2-S Session at the Georgetown Training Institutes

The Georgetown Training Institutes took place July 25-29, in Orlando, Florida. The 2012 Institutes focused on innovative approaches and lessons learned from systems of care to guide efforts to improve children's mental health service delivery in a dramatically changing environment. A three-hour institute, *Improving Services and Supports for LGBT Youth and Their Families*, was offered twice during the week-long event.

The institute shared effective services and supports for LGBTQI2-S youth and their families, providing information, recommended practices, tools, and interventions designed to promote social inclusion, reduce disparities in behavioral health services and supports, and improve outcomes for this critically underserved population of youth and their families.

During the session, participants learned about:

- Current literature and data reflecting the experiences of LGBTQI2-S youth and their families, including challenges and assets, and engagement with youth-serving systems;
- Recommended policies, practices, and strategies for delivering culturally and linguistically compe-

tent services and supports to LGBTQI2-S youth and their families;

- Resources and tools to improve services and supports for LGBTQI2-S youth and their families and enhance positive outcomes.

Institute highlights included a tool for individual and organizational assessment (available online at <http://www11.georgetown.edu/research/gucchd/nccc/documents/Final%20LGBTQ%20Checklist.pdf>), standards of care, supporting the needs of particular populations (e.g., transgender), and developing social marketing materials to enhance help-seeking behavior and social inclusion. Many of the strategies presented at the session are based on chapters from a new book, *Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals*. You can access the PowerPoint presentation online at <http://gucchdtacenter.georgetown.edu/Activities/TrainingInstitutes/2012/Presentations.html> (Institute #22).

Participants viewed short video clips, participated in a definition activity and received a flash drive with more than 100 resources and tools to support implementation of culturally competent services and supports for LGBTQI2-S youth and their families.

Speakers for this informative session included workgroup members **Sylvia Fisher, Jeffrey Poirier, Kathy Lazear, Tessa Cayce, and Lisa Rubenstein**. Approximately 120 participants attended the institute. On feedback forms participants shared that it was informative and will impact their efforts in their communities.



You Can Make A Difference in the Lives of LGBT Youth...

Allies play a vital role in making schools and communities safer for all children and youth, regardless of sexual orientation or gender identity/expression. Students created the Gay, Lesbian & Straight Education Network's (GLSEN) **Ally Week** as a way to encourage people to be allies against anti-LGBT name-calling, bullying, and harassment in schools. Most students will encourage their peers and school staff to sign an Ally Pledge during this week and often organize events such as workshops, trainings, film screenings, and school climate discussions. Students organize events appropriate to their school community.

GLSEN encourages students to participate in Ally Week in cooperation with their schools. Students are encouraged to get support from their principals and educators and participate fully in their school day. Principals, counselors, teachers, and all school staff are encouraged to be allies too. Students and schools are strongly encouraged to register for GLSEN's Ally Week to receive free resources. This year, Ally Week is **October 15-19**. To register for Ally Week or for more information visit **allyweek.org**. We encourage you to access materials for your community and hold Ally Week activities in your community's schools and organizations serving children, youth, and families.

Upcoming Events

September — LGBT History Month. For details visit:
www.lgbtHistoryMonth.com/

September 9-15 — National Suicide Prevention Week.
For details visit: <http://www.suicidology.org/about-aas/nspw>

October 11 — Coming Out Day. For details visit: <http://www.hrc.org/resources/entry/national-coming-out-day>

October 15-19 — Ally Week.
For details visit: allyweek.org

Member Spotlight: Mary Beth Klotz

As a new member of the workgroup, I appreciate the opportunity to introduce myself and the organization I represent, the National Association of School Psychologists (NASP). School psychologists are champions for creating safe, supportive schools for all students. NASP has a long and proud history of advocating for youth who are LGBTQ and other vulnerable groups. Over the past decade NASP's critical work on LGBTQ issues has gained increased national visibility and effectiveness. As the staff liaison assigned to several of NASP's Advocacy Committees, I am fortunate to be part of a team of dedicated leaders and staff members who collaborate to create important association policies, publications, resources, and professional development opportunities, including those that address the needs of LGBTQ youth. An additional area of interest and focus for my work as a school psychologist at the NASP headquarters is supporting NASP's diversity initiatives that promote cultural awareness and culturally competent practice within the field of school psychology. (Read more about NASP's Advocacy Committees' efforts here: <http://www.nasponline.org/advocacy/advocacywork.aspx>.)



The following examples offer a sample of recent NASP resources and activities that addressed the needs of LGBTQ youth (links to the documents listed may be found at: <http://www.nasponline.org/advocacy/glb.aspx>):

- Position Statement: *Lesbian, Gay, Transgender, Bisexual and Questioning Youth*
- *Nondiscrimination and Equal Opportunity Policy*
- *Dignity for All, Safeguarding LGBTQ Students* book co-published with Corwin Press
- *Working With Transgender and Gender Nonconforming Students in Schools* professional development module in the Online Learning Center
- Support of key pieces of federal legislation such as the *Student Nondiscrimination Act* and the *Safe Schools Improvement Act*

I am very enthusiastic about the chance to work with the LGBTQI2-S National Workgroup since NASP shares many of the same core values and priorities. In addition, one of NASP's LGBTQ Committee's specific goals is to enhance alliances with key national advocacy groups such as the LGBTQI2-S Workgroup. I look forward to collaborating with the other partners on the workgroup and sharing best practice information regarding educational opportunities and mental health supports for children and youth who are LGBTQI2-S and their families.



Join Us for an Upcoming Webinar on September 6th!

On **September 6th from 1:00-2:00 PM Eastern**, the Technical Assistance Partnership for Child and Family Mental Health's Cultural and Linguistic Competence Community of Practice will host a webinar, *Building Systems of Care to Support Effective Therapeutic and Programmatic Interventions and Resources for LGBT Youth and Their Families*. This webinar will share strategies from a recently published volume, *Improving Emotional & Behavioral Outcomes for LGBT Youth: A Guide for Professionals*. Authors of the chapter on therapeutic and programmatic interventions and will share their expertise and recommendations to enhance the well-being of LGBT youth. Three workgroup members—Sylvia Fisher, Kathy Lazear, and Steve Forssell, and a former workgroup member, Coretta Mallery, will present during the webinar. You can register for it at <http://www.tapartnership.org/events/listView.php?id=1114#event1114>

We hope you will join us for this important conversation about what your community can do to support LGBT youth!

Data to Inform Your Work

GLSEN provides a national snapshot of LGBT youth experiences in schools. In its recent survey of 7,261 LGBT students in Grades 6–12, GLSEN (2010) found that:

- More than 72% reported hearing anti-LGBT remarks often or frequently in their school. Most reported feeling distressed by these experiences. A large majority also reported being verbally harassed because of their sexual orientation (84.6%), including almost 4 in 10 students who reported this happening often or frequently during the past school year.
- Physical harassment and assault because of sexual orientation were less prevalent during the previous school year, but still alarming: 40.1% reported being physically harassed (shoved or pushed) at some time (more than 1 in 10 often or frequently) and more than 1 in 10 students reported being physically assaulted (kicked, punched, injured with a weapon) at least sometimes. Of those students who were harassed/assaulted, 62% did not report the incident because they believed their school would take little or no action or their situation would worsen.

GLSEN and Harris Interactive also completed the first survey of elementary school students and teachers, using a national sample of 1,065 students in Grades 3–6. Approximately half of responding students heard others make comments such as “that’s so gay” sometimes (25%), often (13%), or all the time (7%). Approximately half of teachers reported hearing students use the word “gay” in a negative way sometimes (31%), often (11%), or very often (7%).

GLSEN. (2010). 2009 National School Climate Survey. <http://www.glsen.org/cgi-bin/iowa/all/news/record/2624.html>.

GLSEN and Harris Interactive (2012). Playgrounds and Prejudice: Elementary School Climate in the United States, A Survey of Students and Teachers. New York: GLSEN.

Connect With Us

The Child, Adolescent and Family Branch (CAFB), Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA) has initiated and supported this workgroup to develop and enhance services and supports for children and youth who are LGBTQI2-S. The workgroup includes a diverse, knowledgeable group of recognized experts and consumers including youth, family members, clinical and human service providers, program administrators, technical assistance providers, evaluators and researchers, cultural and linguistic competence experts, and CAFB/SAMHSA project officers and staff. Many thanks to Angela Drumm, Communications Associate, for her skillful assistance with designing and developing this update.

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Learn more about the LGBTQI2-S National Workgroup at:
<http://tapartnership.org/COP/CLC/lgbtqi2s.php>